**Water Water Everywhere, But is There Enough to Drink?**

By JoEllen Schuleman

Students will investigate their water usage habits and learn about the global/local water crisis. Students will learn small actions they can take to help our planet.

Materials: Globe, bags of 100 units cubes, science notebook, PowerPoint, index cards, markers

• Define vocabulary related to water conservation

• Summarize why not all the Earth's water is drinkable

• Discuss the different types of water on Earth

• Examine personal water use

• Formulate a personal water conservation plan

• Evaluate the effectiveness of water conservation plan

**Standards**

S4L1 a, b, c, d

Students will describe the roles of organisms and flow of energy within an ecosystem.

S4E3 d

Explain the water cycle (evaporation, condensation, and precipitation)

Engage (5-7min)

Each table of students will be given 100 units cubes. As a class we will discuss where do we find water on earth and create a class list. (Oceans, lakes, rivers, ground water, snow, glaciers, ice) Students will divide the cubes into fresh water and salt water. 97 (salt water) 2 (ice/glaciers) 1 (fresh water)

Explore (5min)

Do you think the world has a water problem? Why or why not?

Explain (10 min)

PowerPoint about water including interactive quiz

Elaborate (10min)

Students will first discuss with their partners what they wondered after the PowerPoint. We will discuss how does water travel from place to place and why some places have more drought than others.

Evaluate (10min)

Students will create water saver reminder cards to place at school and their homes. Students will report out at the next class how their water conservation messages are working.